

DAYBOOK OF CRITICAL READING AND WRITING
 correlated to
STATE OF DELAWARE ENGLISH LANGUAGE ARTS
CURRICULUM FRAMEWORK

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GRADE 3

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
3	Introduction: Active Reading Reading Well Reading Fiction Understanding Language Reading Authors: Beverly Cleary Reading Well Reading Nonfiction Understanding Language Reading Authors: Patricia McKissack	11-14 17-20; 22-25; 27-30 35-36; 39-41; 43-44 46-48; 50-41; 54-56 60-62; 66-69; 71-74 79-81; 83-86; 87; 89-90 93-95; 98-99; 103-106 110-112; 115-117; 121-122 126-128; 130-132; 135-138 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

STANDARD TWO: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

STANDARD FOUR: Use literary knowledge accessed through print and visual media to connect self to society and culture.

Grade	Reading Lessons	Daybook of Critical Reading and Writing
3	Introduction: Active Reading Reading Well Reading Fiction Understanding Language Reading Authors: Beverly Cleary Reading Well Reading Nonfiction Understanding Language Reading Authors: Patricia McKissack	9-14 15-30 31-44 45-56 57-74 75-90 91-106 107-122 123-137

GRADE 4

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
4	Introduction: Active Reading Reading Well Reading Fiction Understanding Language Reading Authors: Roald Dahl Reading Well Reading Nonfiction Understanding Language Reading Authors: Judy Blume Reading Well Reading Poetry Understanding Language Reading Authors: Julius Lester	8-14 17-19; 22-23; 24-28 32-34; 36-38; 42-44 48-49; 51-53; 57-58 62-64; 65-66; 69-70 74-76; 78-80; 83-84 87-89; 92-93; 97-98 102-103; 105-107; 108-110 113; 115-116; 120-122; 125-126 129-131; 135; 137-138 141-142; 144-145; 146-148 151-152; 155-156; 158-160 164-165; 168-169; 171-172 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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Grade	Reading Lessons	Daybook of Critical Reading and Writing
4	Introduction: Active Reading Reading Well Reading Fiction Understanding Language Reading Authors: Roald Dahl Reading Well Reading Nonfiction Understanding Language Reading Authors: Judy Blume Reading Well Reading Poetry Understanding Language Reading Authors: Julius Lester	7-13 15-28 19-44 45-58 59-70 71-84 85-98 99-110 111-126 127-138 138-148 149-160 161-172

GRADE 5

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
5	Introduction: Active Reading Reading Well Reading Fiction Understanding Language Reading Authors: Phyllis Naylor Reading Well Reading Nonfiction Reading Authors: Avi Reading Well Reading About Issues Understanding Language Reading Authors: Betsy Byars	12-16 21-22; 26; 28-29; 31-32 35-36; 39-40; 43-44; 45-46 50-51; 53-54; 57-58; 61-62 65-66; 68-69; 72-73; 76-78 81; 84-86; 88-89; 93-94 98-99; 101-102; 106-107; 111-112 116-117; 119; 121-122; 124-126 130-131; 133-134; 136-137; 138-140 144; 147-148; 150-151; 153-154 158-160; 163-164; 167-168; 170-172 175-176; 177-179; 181-182; 185-186 190-191; 194-195; 198; 201-202 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal note. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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Grade	Reading Lessons	Daybook of Critical Reading and Writing
5	Introduction: Active Reading Reading Well Reading Fiction Understanding Language Reading Authors: Phyllis Naylor Reading Well Reading Nonfiction Understanding Language Reading Authors: Avi Reading Well Reading About Issues Understanding Language Reading Authors: Betsy Byars	7-16 17-32 33-46 47-62 63-78 79-94 95-112 113-126 127-140 141-154 155-172 173-186 187-202

GRADE 6

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
6	Angles of Literacy Essentials of Reading Essentials of Story Understanding Character Author’s Craft The Art of Argument Focus on the Writer: Lois Lowry Challenging Reading Active Reading: Social Studies Active Reading: Expository Writing Style and Structure Active Reading: Poetry Active Reading: Persuasive Writing Focus on the Writer: Gary Paulsen	13; 16-19; 21; 23-24 28; 32; 35-38 41; 44; 46; 52-54 58-59; 61-65; 67-72 75-80; 82-83; 95-96 89-92; 94-95; 97-98 102; 104-105; 107-108; 111-112; 114 116-117; 120; 122; 124-125; 128 133; 135; 137-138; 140-142 145-147; 149-150; 153-154; 158 161; 163-164; 167-170; 172 175; 177; 179-180; 182-183 185-186; 188; 190-191; 194 197-199; 201-202 205-206; 208-209; 212; 214-215; 217-218 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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Grade	Oral Communication Lessons	Daybook of Critical Reading and Writing
6	Angles of Literacy Understanding Character Author’s Craft The Art of Argument Active Reading: Social Studies Style and Structure Active Reading: Poetry Active Reading: Persuasive Writing Focus on the Writer: Gary Paulsen	13 62 82 98 133 168 181; 185 199 208 *In addition to the correlated pages, there are many opportunities within every lesson in the student Daybook for teachers to encourage students to practice their speaking and listening skills.

STANDARD TWO: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

STANDARD FOUR: Use literary knowledge accessed through print and visual media to connect self to society and culture.

Grade	Reading Lessons	Daybook of Critical Reading and Writing
6	Angles of Literacy Essentials of Reading Essentials of Story Understanding Character Author’s Craft The Art of Argument Focus on the Writer: Lois Lowry Challenging Reading Active Reading: Social Studies Active Reading: Expository Writing Style and Structure Active Reading: Poetry Active Reading: Persuasive Writing Focus on the Writer: Gary Paulsen	9-24 25-38 39-54 55-72 73-86 87-98 99-114 115-128 129-142 143-158 159-172 173-186 187-202 203-218

GRADE 7

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
7	Angles of Literacy Essentials of Reading Essentials of Story Story and Genre The Art of Language The Art of Argument Focus on the Writer: Yoshiko Uchida The Reader's Response Reading Nonfiction: Factual Stories Conflict: The Driving Force Style and Structure Active Reading: Poetry Active Reading: Persuasive Focus ion the Writer: Ray Bradbury	12; 14-15; 18-19; 21-26 28-31; 34-38 41-47; 49-52 56-57;59-61; 63-69 71-72; 74; 76; 80-82 85-88; 91; 93-96 100-101; 103-104; 106-107; 109-112 116-117; 120-121; 123-124; 126-128 131-132; 138-139; 141; 144 148-149; 152-154; 156-157; 160 164-167; 171-174 177; 179; 181-184; 187-188 192-194; 196-197; 199; 202 205; 207; 215-218 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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Grade	Oral Communication Lessons	Daybook of Critical Reading and Writing
7	Angles of Literacy Story and Genre The Art of Language The Art of Argument The Reader's Response Active Reading: Poetry	12 64 74 87 121 181;185-186 *In addition to the correlated pages, there are many opportunities within every lesson in the student Daybook for teachers to encourage students to practice their speaking and listening skills.

STANDARD TWO: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

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Grade	Reading Lessons	Daybook of Critical Reading and Writing
7	Angles of Literacy Essentials of Reading Essentials of Story Story and Genre The Art of Language The Art of Argument Focus on the Writer: Yoshiko Uchida The Reader's Response Reading Nonfiction: Factual Stories Conflict: The Driving Force Style and Structure Active Reading: Poetry Active Reading: Persuasive Focus ion the Writer: Ray Bradbury	9-26 27-38 39-52 52-68 69-82 83-96 97-112 113-128 129-144 145-160 161-174 175-188 189-202 203-218

GRADE 8

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
8	Angles of Literacy Essentials of Reading Essentials of Story Understanding Theme The Art of Language The Art of Argument Focus on the Writer: Cynthia Rylant The Reader's Response Active Reading: Social Studies Active Reading: Narrative Nonfiction Style and Structure Poetic Forms and Techniques Active Reading: Persuasive Focus on the Writer: Mark Twain	12; 14; 16; 19; 21-22 25; 28; 31; 34-38 42; 45-48; 51-54 57-59; 61-62; 66-68 71-74; 76-77; 81-82; 85-86 90-95; 98-102 105-106; 108; 110-111; 113; 115-116 119-120; 122-123; 125; 128; 131-132 135-137; 140; 142; 146 150; 153; 155; 158-160 163-166; 169-170; 172-174 176-177; 179-186 189-190; 194-197; 199-202 205-206; 209-212; 215; 217-218 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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8	Angles of Literacy The Art of Argument The Reader's response Poetic Forms and Techniques Focus on the Writer: Mark Twain	12; 22 100 123 179 214 *In addition to the correlated pages, there are many opportunities within every lesson in the student Daybook for teachers to encourage students to practice their speaking and listening skills.

STANDARD TWO: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

STANDARD FOUR: Use literary knowledge accessed through print and visual media to connect self to society and culture.

Grade	Reading Lessons	Daybook of Critical Reading and Writing
8	Angles of Literacy Essentials of Reading Essentials of Story Understanding Theme The Art of Language The Art of Argument Focus on the Writer: Cynthia Rylant The Reader's Response Active Reading: Social Studies Active Reading: Narrative Nonfiction Style and Structure Poetic Forms and Techniques Active Reading: Persuasive Focus on the Writer: Mark Twain	9-22 23-28 29-54 55-68 69-86 87-102 103-116 117-132 133-146 147-160 161-174 175-186 187-202 203-218

GRADE 9

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
9	Angles of Literacy Connecting With Stories The Stories We Tell Framing and Focusing Perspectives on a Subject: Baseball The Universe of Language The Power of Language Focus on the Writer: Ursula L. Lee Guin Essentials of Reading Story Landscapes Characters in Stories Shifting Forms: Nonfiction and Poetry Interpretations: A New Look at Poems The Use of Question Writing From Models Focus on the Writer: Rudolfo Anaya	12-13; 15-18; 20 25-26; 28-30; 32-34 37-40; 44-45; 48-50 52-53; 56-57; 59-64 66-67; 69; 72; 76; 78 81-85; 87-90 92-99; 101-102 106; 108-109; 112-113; 115-116 119-120; 122; 124-128 130-132; 135-140 145-146; 149-153; 156 158-159; 161; 163; 166-168 170-172; 174-178 181; 183-186; 188-192 195-200; 202; 204 207; 209-211; 213; 216-218 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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9	Angles of Literacy Connecting With Stories The Stories We Tell Framing and Focusing Perspectives on a Subject: Baseball Story Landscapes Characters in Stories Shifting Forms: Nonfiction and Poetry Interpretations: A New Look at Poems	13-14 25; 29; 34 38; 40 58; 62 78 130; 138 152 158; 168 170; 173 *In addition to the correlated pages, there are many opportunities within every lesson in the student Daybook for teachers to encourage students to practice their speaking and listening skills.

STANDARD TWO: Construct, examine, and extend meaning of literary, informative, and technical texts through listening, reading, and viewing.

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Grade	Reading Lessons	Daybook of Critical Reading and Writing
9	Angles of Literacy Connecting With Stories The Stories We Tell Framing and Focusing Perspectives on a Subject: Baseball The Universe of Language The Power of Language Focus on the Writer: Ursula L. Lee Guin Essentials of Reading Story Landscapes Characters in Stories Shifting Forms: Nonfiction and Poetry Interpretations: A New Look at Poems The Use of Question Writing From Models Focus on the Writer: Rudolfo Anaya	9-20 21-34 35-50 51-64 65-78 79-90 91-102 103-116 117-128 129-140 141-156 157-168 169-178 179-192 193-204 205-218

GRADE 10

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
10	Angles of Literacy The Lessons Stories Teach Heroes and Heroines New Ways of Seeing and Knowing Perspectives on a Subject: The Vietnam War Shades of Meaning Words in Context Focus on the Writer: John Steinbeck Essentials of Reading Stories Through the Ages Transforming Stories Asking Questions about Poems Text and Subject Poetry and Craft Writing From Models: Tone Focus on the Writer: Zora Neale Hurston	12; 14-20 23-26; 28-29; 33-36 38; 40-42; 45; 47; 49-52 54; 57; 59-60; 62; 64 66-67; 69; 73; 75-78 81-84; 86-90 93-94; 96-97; 99-102 105-106; 108-111; 113-116 118-122; 125-126; 129-130 131-137; 139-140; 143-144 150-151; 153-158 161-163; 165-166; 168-170 174-176; 179-182 185-186; 188-192 195; 197-198; 200-202 206; 208; 212-213; 215-218 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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10	Angles of Literacy Heroes and Heroines Perspectives on a Subject: The Vietnam War Shades of Meaning Words in Context Focus on the Writer: John Steinbeck Transforming Stories Text and Subject Poetry and Craft Writing From Models: Tone	11; 14; 16 38; 42 75 87 101 105 152; 156 176; 181 186 194 *In addition to the correlated pages, there are many opportunities within every lesson in the student Daybook for teachers to encourage students to practice their speaking and listening skills.

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10	Angles of Literacy The Lessons Stories Teach Heroes and Heroines New Ways of Seeing and Knowing Perspectives on a Subject: The Vietnam War Shades of Meaning Words in Context Focus on the Writer: John Steinbeck Essentials of Reading Stories Through the Ages Transforming Stories Asking Questions about Poems Text and Subject Poetry and Craft Writing From Models: Tone Focus on the Writer: Zora Neale Hurston	9-20 21-36 37-52 54-64 65-78 79-90 91-102 102-116 117-130 131-144 145-158 159-170 171-182 183-192 193-202 203-218

GRADE 11

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
11	Angles of Literacy Fact Meets Fiction The Nonfiction Novel Seeing the Landscape Perspective on a Subject: The American Dream Observing and Reflecting Evaluating Poems Focus on the Writer: Truman Capote Essentials of Reading History Through Story Story Structures Talking Back in Poetry Modern Interpretations of Myth Writing From Models The Craft of Poetry Focus on the Writer: Toni Morrison	12-17; 20 23; 25; 27; 29-30; 32 35; 36; 38; 40; 42 46-47; 49-50; 52; 55-56 59-63; 65; 68 70-71; 73-76; 78; 80 83-89; 92 94-95; 97-98; 103; 104; 107-108; 110 113-116; 118; 122-124; 126 130; 132-133; 135; 137; 139-140 143; 145-146; 149; 152-154 156-157; 159-164 166-167; 169; 171-176 179; 181-187; 190 192-200 203-204; 207-210; 213-214 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes.. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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11	Angles of Literacy Fact Meets Fiction The Nonfiction Novel Seeing the Landscape Perspectives on a Subject: The American Dream History Through Story Story Structures Talking Back in Poetry Modern Interpretations of Myth Writing From Models The Craft of Poetry Focus on the Writer: Toni Morrison	10; 12 25; 30 36 47 61 129; 132 146; 149 153; 160 171 178 192 213 *In addition to the correlated pages, there are many opportunities within every lesson in the student daybook for teachers to encourage students to practice their speaking and listening skills.

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11	Angles of Literacy Fact Meets Fiction The Nonfiction Novel Seeing the Landscape Perspective on a Subject: The American Dream Observing and Reflecting Evaluating Poems Focus on the Writer: Truman Capote Essentials of Reading History Through Story Story Structures Talking Back in Poetry Modern Interpretations of Myth Writing From Models The Craft of Poetry Focus on the Writer: Toni Morrison	9-20 21-32 33-42 43-56 57-68 69-80 81-92 93-110 111-126 127-140 141-154 155-164 165-176 177-190 191-200 201-214

GRADE 12

STANDARD ONE: Use written and oral English appropriate for various purposes and audiences.*

Grade	Written Communication Lessons	Daybook of Critical Reading and Writing
12	Angles of Literacy Building an Interpretation Literary Belief Seeing the World Perspectives on a Subject: Finding a Home Writing From Models Crafting Memory Focus on the Writer: William Butler Yeats Essentials of Reading Experiencing the Story Language and Story Text and Context Interpreting Nonfiction Character in Poetry Poetry and Art Focus on the Writer: V.S. Naipaul	11; 13-20 24-25; 27-29; 31-34 37; 41-42; 45-48 51; 53-54; 56; 58; 60 62-64; 67; 70; 72-74 77-80; 82; 84-86 89-92; 94-97; 98-99 103; 105; 107-110; 112 114-119; 121; 124 128-130; 132-133; 136-138 141-143; 145; 148-150 152-153; 155; 158; 161-162 166-168; 171; 174-176 178; 180-181; 183-186 188-189; 191-195; 197-198 201; 205; 208-209; 211; 214 *Incorporated in every reading selection are strategies for the students to respond to the literature in the form of marginal notes. On the pages listed above from the student Daybook, students are requested to respond using specific types of writing, and space is provided for them to become more active readers through writing.

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Grade	Oral Communication Lessons	Daybook of Critical Reading and Writing
12	Angles of Literacy Building an Interpretation Literary Belief Perspectives on a Subject: Finding a Home Crafting Memory Focus on the Writer: William Butler Yeats Essentials of Reading Experiencing the Story Language and Story Focus on the Writer: V. S. Naipaul	10; 15 27 37; 46 69 88 105 122; 124 128 142; 145; 147 194 *In addition to the correlated pages, there are many opportunities within every lesson in the student Daybook for teachers to encourage students to practice their speaking and listening skills.

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Grade	Reading Lessons	Daybook of Critical Reading and Writing
12	Angles of Literacy	9-20
	Building an Interpretation	21-34
	Literary Belief	35-48
	Seeing the World	49-60
	Perspectives on a Subject: Finding a Home	61-74
	Writing From Models	75-86
	Crafting Memory	87-100
	Focus on the Writer: William Butler Yeats	101-112
	Essentials of Reading	113-124
	Experiencing the Story	125-138
	Language and Story	139-150
	Text and Context	151-162
	Interpreting Nonfiction	163-176
	Character in Poetry	177-186
	Poetry and Art	187-198
Focus on the Writer: V.S. Naipaul	199-214	